



inside education
orientation
machinations

PART TIME STUDENT SURVEY

Submission Prepared for General Meeting

of Students' Association
Union 8 p.m. this Thursday.

SUMMARY

The survey into part-time students conducted by the Education Research Unit was intended to provide evidence and interpretations to aid University policy making bodies. The only published report, 'Part-Time Students at the ANU', resulting from that survey inadequately provides and inadequately interprets the findings of that survey. A document 4659A, which is the Board of the School of General Studies appraisal of the published report was severely criticised by Mr Anderson, Director of the E.R.U. This is evidence of the published reports inadequate aid to policy making bodies and the cavalier unaware approach of the Board to it.

Because of the inadequacy of the published report, responsible policy making bodies must seek additional evidence and interpretation by an unsatisfactory and unreasonable alternative. For some areas of the survey, grossly abbreviated in the published report, this alternative is void.

THE STUDENTS' ASSOCIATION OF THE AUSTRALIAN NATIONAL UNIVERSITY BELIEVES THAT:

1. The survey of part-time students at the Australian National University conducted by the Education Research Unit at the request of University Council was to provide a basis on which relevant University policy decisions could be founded. IN SUPPORT OF 1. Attention is directed to 'The ANU 1967 Report' Page 11. "The School of General Studies has again been very conscious of undergraduate failure rates. A school wide study of these has shown that pass rates of subject enrolments over all has remained remarkably stable.... It is not, of course, claimed that this is satisfactory and many steps are being taken in an effort to modify the situation. In many departments....In addition, the University has given its approval to, and is now undertaking steps to launch, a detailed study of its part-time students - their interests, motives, ambitions, needs and difficulties as well as their capacity and achievements."

2. The only published report 'Part-Time Students at the Australian National University' (released in May 1970) resulting from the survey does not sufficiently provide and interpret the relevant evidence which lies behind the recommendations it makes. IN SUPPORT OF 2. Attention is directed to a document 4659A (dated 1.12.70) which outlines the Board's appraisal of the published report. The section of this document 4659A quoted below is particularly relevant in supporting 2. However, the other sections of the document disclose a level of competence that places the credibility of the section quoted below in jeopardy. "2. The Board was concerned that it had access to very little of the information about part-time students that would be necessary for it to determine what arrangements seemed best suited to their academic needs."

3. As a result of the published report's inadequate provision of evidence and interpretation in supporting its recommendations, the report is an unsound reference for the formulation of University policy on part-time studies. IN SUPPORT OF 3. Attention is directed to the Board document as a whole. This document was accepted by the Board which only had access to the only published report 'Part-Time Students at the Australian National University'.

Therefore 4. The Board document 4659A in its attempt to reconcile the recommendations of the published report with considerations of policy displays a consequent lack of appreciation of the significance of the survey of part-time students undertaken by the E.R.U.

And while noting 5. The publication of all data collected in the survey for the benefit of all policy making bodies, as they now exist, is impractical and indeed undesirable.

6. The extent of abbreviation in the published report has gone to the other extreme. Not enough evidence and interpretation is presented to enable sound judgement. IN SUPPORT OF 4.5.6. Attention is directed to the content of a letter written by Mr D.S. Anderson, Director of the E.R.U., to the Vice Chancellor dated 4.3.71. "Further to my memo of 19 February, I now set out my comments on the particular paragraphs of the document which I believe need further consideration by the Board. I hope that this consideration may be given before the document is presented to Council". Reference should be made to an article 'Academic Splinters Board Report' Woroni 23.3.71. Page 8, in which the contents of Mr Anderson's memo are reproduced. It should be noted that Mr Anderson (1) a social scientist and (2) has access to all drafts and data that came from the survey. Most members of the Board (1) do not have the competence of a social scientist and (2) do not have access to any other report than the published report 'Part-Time Students at the Australian National University'. Mr Anderson writes in conclusion in his memo to the V.C. "I assure you that I am still prepared to assist committees of the University in the formulation of policies on part-time studies. As a social scientist, however, my role is not to suggest policy but to aid policy makers by providing, and helping interpret relevant evidence."

7. The report 'Part-Time Students at the Australian National University' was surely intended to aid policy makers by providing and helping to interpret the evidence resulting from the survey.

Therefore 8. Mr Anderson's request for reconsideration by the Board of their document 4659A reflects on both the Board's approach as a policy making body to the published report, and the inadequacy of the published report itself.

9. The Board's document 4659A indicates a cavalier, unaware approach on the part of the Board, to the complex issue of part-time studies, which can only lead to irresponsible policy making, based on personal biases. IN SUPPORT OF 9. Attention should be directed to the situation where the Board should in one part of the document realise "that it had access to very little of the information for it to determine what arrangements seemed best suited to their academic needs", and then in other sections should proceed to determine what arrangements are best suited. eg. When considering recommendation 4 of the published report "that consideration should be given for setting up of a centre for part-time studies" the document 4659A proceeds "Apart from time tabling of some classes and the repetition of others at times suitable to the needs of part-time students the Board has seen little advantage in making other special provisions."

10. The reason for the published report's inadequate provision and interpretation of evidence results from its abbreviation

However, what is needed by present policy making bodies is not the piecemeal collection of data that is presented in the published report, or the piecemeal collection of data that would be the outcome of the alternative means of obtaining evidence and interpretations, but a coherent overall view of the survey evidence which is compiled and interpreted by those competent to do so.

Therefore it is vitally necessary to publish the more comprehensive and integrated 'final draft' from which the published report was edited. If the final draft is not published then the University community should be informed by the E.R.U. as to the reasons why and should call for the publication of the 'raw data' collected during the survey so that other competent bodies might interpret the evidence to aid and check the decision making process in the University.

from a 260 quarto page 'final draft' which was circulated to a small group of people within the University prior to May 1970. IN SUPPORT OF 10. Attention is directed to a letter written by Professor Gibb to Woroni 9.3.71. Page 3. "An Original or 'long report' (ie final draft)..... was shown to me and of it I wrote to Mr Anderson on December 29, 1969 as follows: "...In my view it is in need of editing and I'd like to see it very considerably reduced in size..." Mr Anderson replied to the effect that he agreed abbreviation and editing were required and that he was undertaking this."

While noting 11. The E.R.U. has elected to make further data available that is relevant to any query raised concerning the material published in the report 'Part-Time Students at the Australian National University'. IN SUPPORT OF 11. Attention is directed to the preface of the published report 'Part-Time Students at the Australian National University'. "A good deal of analysis, which it was not possible to include in the report, is contained in drafts (available from the E.R.U.) and in papers prepared for publication..." and to a section of an article in Woroni 23.2.71. Page 9 resulting from an interview with Mr Anderson. "...Mr Anderson said that none of the drafts would be released as such, but, if points needed clarification the E.R.U. would only provide data relevant to that query."

And 12. In view of the inadequacy of the report 'Part-Time Students at the Australian National University' (evidence of this is the Board's document 4659A and Mr Anderson's criticism of it. See 3 & 8.)

Therefore 13. There is an inordinate burden and emphasis on responsible policy making bodies to resort to the E.R.U.'s elective.

14. It is unsatisfactory that responsible policy making bodies should have to resort to an alternative means of acquiring what the published report 'Part-Time Students at the Australian National University' should have provided. i.e. aid to policy makers by providing evidence and helping interpret that evidence.

15. The elective of the E.R.U. (only providing evidence and interpretation relevant to points raised) is also unreasonable in that drastic abbreviations in the published report in some important sections of the survey makes the only way of knowing what points to raise possible by way of the original questionnaires. IN SUPPORT OF 15. Attention is directed to reductions in page numbers from the 'final draft' to the published report 'Part-Time Students at the Australian National University' in those areas on study habit and motivation, performance in relation to University and result to matriculation. For the section on study habits performance in relation to University the page reduction was from approximately 40 to 3. For the section that related results to matriculation the page reduction

was from approximately 30 to 5. (although this is not conclusive, the only way to check is to refer to the final draft itself.)

Therefore 16. The E.R.U.'s method for providing and interpreting additional evidence, for present policy making bodies, is an inane suggestion.

IN SUPPORT OF 16. Professional competence is required to determine results from questionnaires. The most significant results of any major survey are derived by sophisticated statistical methods. Such professional expertise is not wide spread in present policy making bodies in the University.

However, 17. If it were not an inane suggestion, what is needed is not the piecemeal collection of data that would result from carrying out that suggestion, but the need to have evidence and interpretations resulting from the survey, coherently presented such that the recommendations can be seen in perspective and an overall picture obtained.

Therefore 18. More comprehensive, coherently compiled and integrated evidence and interpretation is required before any University policy decisions are made that concern, directly or indirectly, part-time students at the ANU.

19. In view of the inadequacy of the published report 'Part-Time Students at the Australian National University' and its piecemeal presentation, it is vitally necessary to publish the more comprehensive and coherent 'final draft' from which it was edited. The Education Committee of Council and the Board of the School should urge the E.R.U. to make available to the University community, the 'final draft'.

20. If for reasons, academic or otherwise, the 'final draft' cannot be made available then the University community should be informed by the E.R.U. as to the reasons why and then should call for the publication of the 'raw data' collected during the survey so that other competent bodies might interpret the evidence to aid and check the decision making process in the University.

John Reid

orientation program

Most of the two hundred secondary students who attended the first phase of the current Orientation programme expressed a need to talk with tertiary students who were currently undertaking subjects and courses they themselves were considering. Therefore, all University students are invited to be upstairs in the Union Monday 8pm (next week) to talk with secondary students about their experience in the subjects and courses they are doing.

ATTENTION ALL FACULTIES!

editorial

THE 1972 PRESIDENCY

Candidates so far are Jack Bhalla and Micheal Marks. Steve Padgham is expected to nominate soon and Robert Somosi, Richard Refshauge and Alison Richards are also very probable starters. As yet, there are only slight ripples of interest in the forthcoming election throughout the student population even though the first opinion polls, a number of publicity leaflets and the first of the coming smear sheets have emerged. Despite the fact that there possibly will be more nominations than ever before (another is expected from the University right wing-Morrison-Power-Lamb power group and there will possibly be a few more from fresher-power aspirants) the strongest candidates would appear to be Refshauge, Bhalla and Richards. Of all the names, Refshauge is by far the best known. He has been active around the university in different positions for what seems like hundreds of years (but what is actually only six). The most criticised facet of Refshauge is his reluctance to delegate authority at a time when the Students Association and SRC and the work involved with them are certainly too much for one person to handle. Bhalla is keen and genuinely interested in students and their problems but doubts have been expressed as to whether he can handle the dealing that goes on around the University administrative power columns. Richards, the only female candidate ever to stand for the presidency undoubtedly has the ability to do well for the students of the university but whether she will be interested enough in the job to take control of the crap type work which the President has to do is questionable.

A STUDENT BODY DIVIDED

pollies having congress

AUGUST COUNCIL

Like most electoral institutions, AUS has fallen into a sorry relationship - the THEM-US disconnection - that both attacks the whole point of setting up a paid executive to carry on the Union's work more efficiently and even endangers the very objectives that the Union is working towards.

August Council this year, however, showed some very healthy signs that it was aware of this malaise and intended to correct it. Constituents saw that the Union full-time officers had much to contribute to the aims of the Union. (One need hardly restate those aims; but for those who don't know: students en masse acting for the good of themselves or the myriads in the world who are oppressed.) Constituents also saw sufficient fighting vitality and potential in the Union to agree to a fee rise.

Issue really needs a separate paper and I hope one will be widely circulated before we make our decision.

The question of full-time national officers was also widely discussed. Papua-Niugini put up a well-argued, strong case for a full-time officer next year. Social Action agreed to delay theirs for a further year, but requested a research officer. Environment asked for a full-time officer next year. Their case was not strongly argued, but met with such sympathetic support. The question of priorities was not discussed and it is now up to ANU to look at just that question so that when February Council comes around, we know which way and why we want to vote on these priorities.

The knowing why is very important for delegations since papers do not always arrive on time and a constituent may have made a decision which the delegation find, during debate, or on reading the papers, was based on a fallacy. Many delegations had this experience in the fee rise debate - having been directed by their members to vote "NO", they read the papers and realized a very good case had been made out.

For this reason also, papers and reports MUST be circulated AND READ well in advance. ANU successfully moved a censure motion against those who failed to circulate reports, for this almost totally prevents an effective review of the policies and activities of the Union over the previous six months.

This lack of pre-knowledge hampered the "restructure" debate. At some ungodly hour after endless talk, we discussed the way in which we could re-structure the Union. Chris Joyce moved, and we agreed to abolish the position of Travelling Liaison Officer. Instead it was proposed to have a position of General Vice-President (GVP) who would also be Deputy President rather than the Education Vice-President (EVP). This was agreed to on the understanding that the GVP would be responsible for liaison with international student movements and individual overseas national unions, contact with national faculty associations, acting as promotions officer of the AUS Friendly Society and such other duties as Council, the Executive or the President may from time to time determine.

The proposal was linked with the idea of a new Executive. This was to consist of the President, GVP, EVP, the Chairman of the Finance Committee and the AUS Secretary of every (yes, EVERY) constituent organization. The idea was mainly to replace August Council, since the new Executive would itself review the activities of the Union, and also allow grass-roots involvement in the execution of policy.

Much more work will have to be done on this proposal, however. Council refused to abolish August Council (11) and Mark Cunliffe put up sound and persuasive reasons why it would be more than unfortunate if it were to go. Further, it may be argued, an executive of over thirty will not really act as an EXECUTIVE anyway, so it would at best be a sop to the cry for constituent involvement, and three great junkets for some lucky SRC member! Again - thinking needed desperately here on campus.

The elections were interesting and very favourable to ANU. Results were:
 President: Ken Newcombe (former EVP, latterly of Tasmania)
 Andrew Bain (ANU)
 EVP: International
 Vice-President: David Zerman (Swinburne)
 National Abschol Director: Bryan Havenhand (ANU)
 National Travel Officer: Peter Hicks (Monash)
 Delegates to International Student Travel Conference: Gregor Hacauly (Pres.)
 (Prize junket to Switzerland): Janne Lee (NTO)

An interesting sidelight to the National Abschol Director's election (NAD) was the question of whether the NAD could be a non-student. Several aborigines were standing, one of them a non-student. Finally it was decided he could stand, subject to constituent ratification. But, then he wasn't elected!! Bryan, our candidate, ran away with 39 votes - the nearest to him being about 11! The highlight of the debate was an absolutely SPECTACULAR FILIBUSTER BY Tasmania who used every possible, and many seemingly impossible, ploys to hold the election up for nearly two hours!

There was virtually no debate on the Arts Festival, although a very lame censure motion was lamely defeated. It looks, however, as though the losses can be carried and will be paid back to AUS by the Aquarius Foundation.

Much of the culture discussion centred around campus circuit tours and Robin Love (Cultural Affairs Director) seemed happy - not because complaints were made, but because there was some intelligent discussion and the complaints forthcoming were about areas she herself was unhappy with and had done, or was trying to do, something about.

AUS, as a result of a quick decision (badly-casted and hopefully not, but suspiciously likely, to be another Arts Festival type fiasco - agreed to host the Third Asian Student Travel Seminar in 1972. At this Seminar, junketeers from all over Asia meet to talk travel and to It was thought that costs would all be met by participants, but wait and see!

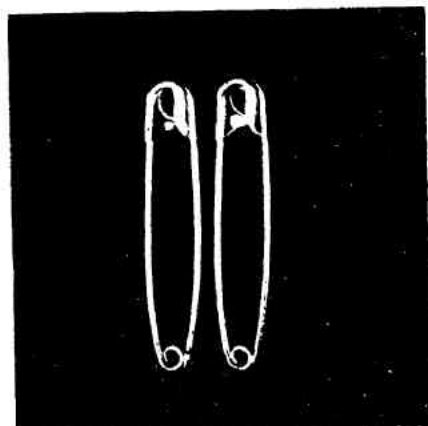
National U was barely debated and Abschol developed into a policy, rather than a review, session. Education suffered from an overdose of Bain (last minute lobbying he called it), and acclaimed the work of that much maligned Gausson chap (Sydney) who could say the Federal budget gave him some of what his Taxation Submission had requested.

All in all, a worthwhile Council, but one that must be closely followed up. A fuller report will be presented to the ANUSA, but start thinking, lobbying, complaining now - if you don't, then AUS (i.e. you) won't either.

Much lobbying and excitement accompanied the elections, with Chris Joyce (a joke candidate) withdrawing from the Presidential race in favour of Ian Yates which caused Ken Newcombe to withdraw, badly stabbed in the back. Sympathy for the injured caused nominations to be re-opened; Ken re-nominated and won as everyone knew he would anyway. So now you've got him, you can either like him or lump him.

YOUTH-CREATOR

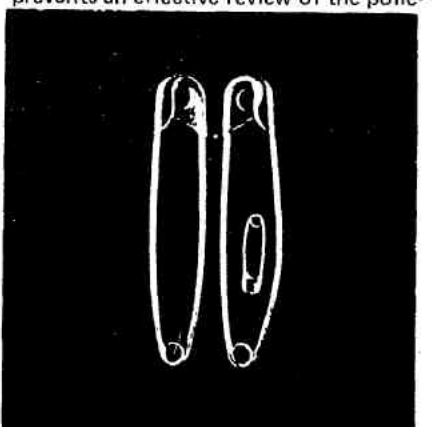
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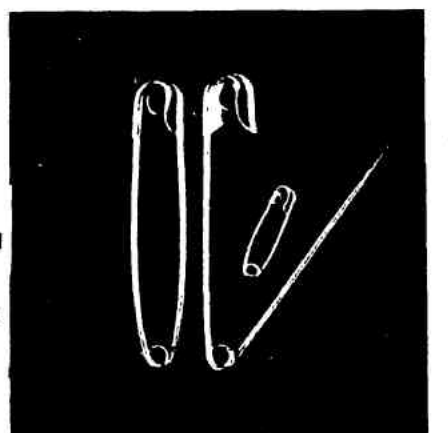
This latter decision will perhaps be the one to most closely affect you, the students, in the near future. I hope that the Report of the fee rise Investigation Committee will be circulated before you vote on the question, but in summary their conclusions are as follows:

Three elements contribute to an increase in expenditure - inflation, re-structure and growth. All must agree with the demands of the first - unless the present level of activity is to be actually out back some increase is essential. A rise of 15c for this was arrived at. Some may cavil, but it certainly is of the right order. One or two cents either way is not worth long argument.

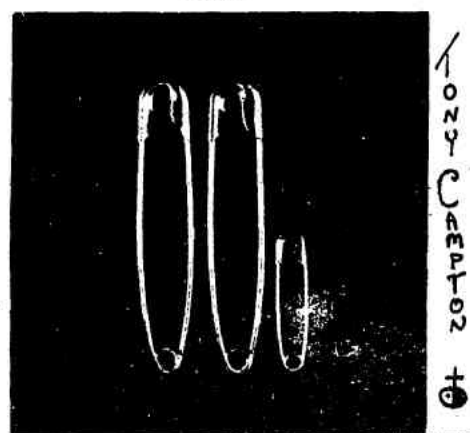
The remaining 10c was based on a limited review of each department of the Union (Education, Social Action, Abschol, etc.) and a preview of possible restructuring. This 10c would allow two new full-time officers up to 1975 plus an Education Research Officer (once the Myer Foundation grant ceases), or some of the restructuring proposals advanced and discussed. For instance, it would allow one full-time officer, increased expenditure in national affairs (mainly conscription) and social action, part of the costs of a general Vice-President plus upgrading the National Secretary. Confused? The



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PATENTED

BRIEFLY REPORTING...



For the first time, an ANU student has been elected a full-time officer of the Australian Union of Students. Indeed, not one, but two.

At August Council of AUS, Andrew Bain was elected Education Vice-President for 1972, and Brian Havenhand was elected National Abschol Director. ANU power strikes at last!

August Council also saw one member of our delegation woken at 7.30 am to man the conference table ... so that Mark Cunliffe and Richard Refshaug could go to church !!!

At the Board Liaison Committee in July, Professor Gibb supported semesters as a way of increasing the student workload. That's called sympathy for students.

The classic incident at the Springboks match at Manuka Oval on July 21 must be this which follows:

One female demonstrator was making a noise by herself in a section of the crowd away from the bulk of the demonstrators. She had beer cans thrown at her, and was thrown down the steps. A Justice of the High Court sent the Solicitor-General down to get a cop to arrest her assaulters.

The cop's reply: "We are under orders to arrest demonstrators only" ... the impartial arm of the law.

The voice of impotence:

One member of the Union Board at its meeting last Monday night:

"I'd like to move that all discussion on this matter be suspended until the next Board meeting, when everybody's here...the heavies especially. We can really do much on our own."

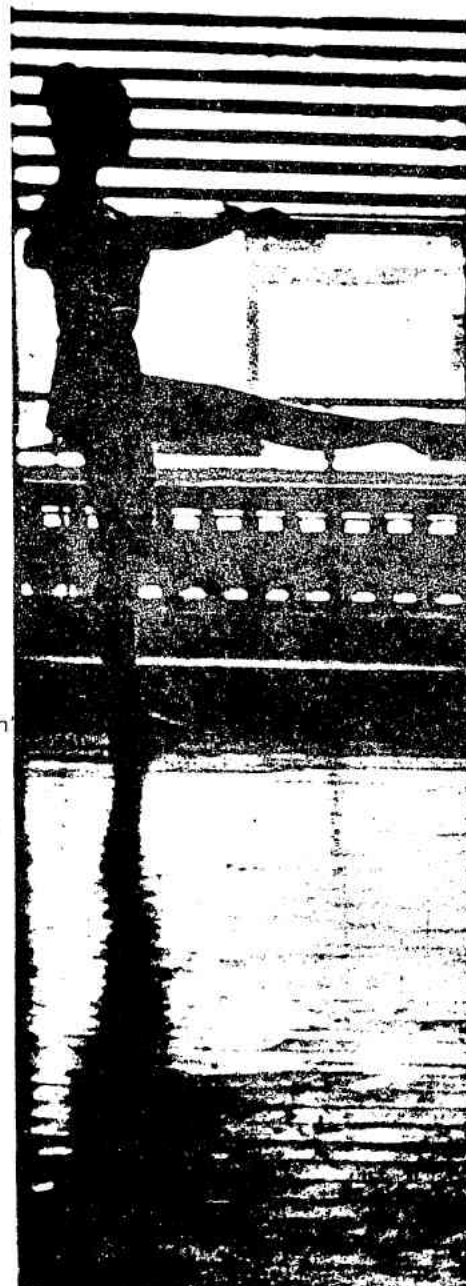
Principal of Hawkesbury Agricultural College reported in AUS document on student participation:

"I personally favour a benevolent autocracy with as much semblance of democracy as can be contrived".

Student 'power'?

Local AUS Secretary Alan Sells has just gained a daughter. Which goes to show that politicians can produce something worthwhile after all.

A contraceptive vending machine was recently installed in the Union building at the University of Canterbury. A sex manual has been produced at the University of NSW. And at ANUwe are still waiting.



Campus events pale into complete insignificance when taken with ANU's dramatic appearance at the AUS August Council. The Students' Association delegates (many of them erstwhile officers of the SRC) - Michael Wright (President), that paragon of political stirrers Richard Refshaug (Secretary), Andrew Bain (Education Officer Extraordinaire), Mark Cunliffe (ex-Heavy on SRC), and Marion May (JCRS Boss); all proved to be fiery debaters and masters or mistresses of rhetoric. One debated and bluffed so well that he got himself elected EVP - it would be difficult to imagine who he was. Brian Havenhand finds himself National Abschol Director. Helen Pringle (Representing the Student Body) also attended.

At home, while all this was going on, the SRC slept, under the expert guidance of your correspondent.

One of the looming issues this term will probably be faculty and department pass rates. Welfare Minister Keighley has been doing some investigation into this, and will no doubt be preparing a report on his research this term.

Richard Refshaug finding the duties of SRC Secretary not enough to occupy his free time, is hoping to be elected to the University Council.

Members of the SRC Executive and others had a luncheon with the Vice-Chancellor and had a cordial and friendly talk with him.

Two members of the SRC (Wright and Lamb) have been involved in liaison with the RSA in getting established a working group of University members to discuss and plan long range goals and aspirations of the University. A preliminary report is being prepared.

Remember to take your grievances to the SRC, it will bend over backwards to help.

M.L.Lamb.
Vice-President.

police tactics

The police tactics at the Springboks rugby match at Manuka Oval on July 21st provided a glaring display of police thinking on the way to handle political demonstrations.

The nature and the implications for our fair democracy, of some of these tactics are causes of both interest and concern.

The first tactic was the show of force. Barbed wire everywhere and the presence of six hundred policemen were designed to prevent serious "trouble" arising. Although the size of this show of force was a gross over-reaction to the "threat" posed by the demonstrators, it did prevent invasions of the field or similar episodes. So far so good.

THUGGERY

The second tactic was to use mainly New South Wales policemen at the area where the demonstrators massed. "Experienced" policemen from the Sydney games.

Experienced at thuggery, as we shall see.

Question No. 1.: Considering this, should NSW police be used in controlling demonstrations in Canberra?

Question No. 2.: What type of policemen should handle demonstrations? Those who can be amiable but firm, or those who are out for a fight?

The third tactic was to drive a police 'wedge' through the crowd of demonstrators. This seemed to be designed to give ready access to anyone who threw flares or smoke bombs, and to divide and hence subdue the crowd. The first objective was achieved, but the second only partly. The crowd felt uncertainty rather than being subdued, and tension resulted. The crowd lost much of its corporate identity, as it had been divided by the wedge and had uniformed policemen sprinkled throughout it.

Question No. 3.: Under what circumstances can the police justify dividing and intruding throughout a crowd - as contrasted with entering and leaving it, in order to prevent unlawful behaviour?

The fourth tactic was to have police "spotters" who would point out people to be arrested whenever an incident arose. This worked reasonably well, though the plainclothes police stood out like sore eyes. Their success could have been frustrated by a planned crowd response, but this did not happen. The Adelaide advice to point everywhere whenever a policeman pointed out somebody, was not followed.

The fifth police tactic was to move up into one tightly-knit section of the crowd, force it back until it could move no further backwards, surround the sides with policemen, and then arrest a few students for "obstruction". The students were unable to move in any direction.

Question No. 4.: Are such arrests justified?
Question No. 5.: Are the police justified in creating a situation in order to make arrests?

The sixth tactic, used from time to time, was to arrest anyone who was between the police and the barbed wire fence as the police returned from a foray into the crowd. The persons arrested had not obstructed police movement; they were simply unfortunate.

Question No. 5.: Are these arrests 'justified' also?

INDISCRIMINATE ARRESTS

The seventh tactic was to make indiscriminate arrests once the leaders had been disposed of. Unless this was designed solely to fulfil a quota of arrests, its objective seemed to be to subdue the crowd. And indiscriminate arrests were made: for taking photographs, asking police numbers, and as a result of tactics already outlined. Here the police displayed naivety, for the sight of some of the most unlikely people being arrested for no apparent reason angered rather than subdued the crowd.

Question No. 6.: Are indiscriminate arrests 'justified'?

The eighth police tactic consisted of arresting demonstrators only. Several policemen refused to take any action when Civil Liberties observers requested them to arrest persons assaulting demonstrators. Two policemen at separate parts of the ground replied, "We are under orders to arrest demonstrators only". The only non-demonstrator who was arrested was released later in the night without being charged. All demonstrators who were arrested were charged.

Question No. 7.: Is there one law for demonstrators and another for others?

Question No. 8.: Are civil liberties thus being deliberately infringed by the police?

The ninth tactic was to maltreat some of those arrested. One male student was pushed into the barbed wire fence. Several students were savagely dragged by the hair, some of which was wrenched out in the process.

As their cases are sub judice, names unfortunately cannot be given.

Question No. 8.: Should such police brutality (or call it 'unreasonable use of force' if you prefer) be tolerated in a supposedly free society?

BAILING PROCEDURES

The final police tactic which could be readily discerned was the use of arrests and bailing procedures as a punitive measure. It was midnight before the last arrests were bailed out - seven hours in the clink. The charging and bailing procedures were inordinately slow; this was evidenced in the much faster operation (one student every 30 seconds instead of every 7 minutes) at the end of the night.

It was clear from this and the nature of some arrests that they were seen as punitive measures which would discourage those thus treated from "causing trouble" again. The effect of this on the individual's right to free assembly and public demonstration is direct and ominous.

Question No. 9.: Have police the right to use bailing procedures as a punitive measure against citizens who are innocent until proven guilty, and in direct opposition to the purpose of the system of bail (to obviate unnecessary detention of a person awaiting trial)?

Question No. 10.: On what criteria do the police decide to use such measures? Student demos only?

Question No. 11.: Is this an arbitrary power selectively used on political criteria?

Question No. 12.: What political system can justify police measures designed to discourage by punitive steps citizens engaging in public demonstrations.

The Springboks match thus evidenced police behaviour which disturbed many people, and not only the demonstrators. The Council for Civil Liberties has expressed disquiet at the nature of the arrests, and is compiling a case-book of the day's events. The Vice-Chancellor and others are investigating the situation.

These are praiseworthy attempts to see that such a situation is not repeated. But the question remains: was this but one isolated case, or is it indicative of a more widespread erosion of civil liberties in general, and particularly of the civil liberties of those who "buck the system"?

In short, what sort of a "democracy" do we really live in?

Andrew Bain.

GOULD: on student politics and the s.r.c. presidency

A BAS LE PRESIDENT by Alan Gould.

If we take the approach that society is divided into groups, and that these groups need organisation, and that this organisation needs supervision, then quite obviously a Student's Association President is a good thing...All sons of Liberty should reject this approach.

I reject it.
It seems a much more important thing to me to ask, not: 'Is it a good thing to have a Student's association President?' but rather to ask, 'is it a good thing for a person to be a Student's Association President?'

Is it a good thing for a person to be a Student's association President?
The reason that these questions occur to me are that various members of the radical left on this campus have pressed me to stand as the radical candidate against Mr Richard Refshauge in the coming Presidential elections. They say, 'a Student's Association President is a good thing, and a Radical Left Student's Association President is the best thing because it will further the needs of the revolution, (albeit only slightly.) This is my answer to them, and to all aspiring Presidents.

A Student's Association President is an administrator. He is the supervisor of a certain machinery of student government. Notice I use the word 'machinery'. Machinery is inanimate, non-human. People are animate, and very human. The characteristic of machinery is that it processes. The characteristic of the machinery of student government is that it processes, or tries to process, the lives or parts of the lives of students. I could substitute here, for the word 'process', the words 'meddle', or 'tamper'; it would make little difference.

Well where does the President fit in? He is a stage-manager. He supervises and provides initiative for the machine. So he is part of the processing, 'meddling operation, and by being engaged in mechanical administrative pursuits, he imbues a certain amount of the deadening inanimateness of his machine. This must be an inevitable result of the role he plays. His role is one of attending administrative conferences, being a representative on administrative councils, perusing administrative documents, writing administrative submissions, sorting out administrative indigestions etc, etc. Now let us not analyse further exactly what the nature of all these 'administratives' is. Let us ask. Where is the LIFE in it?

WHERE IS THE LIFE IN IT?
The answer is simple. There is none, or perhaps just the weeniest morsel.
"But," the il Presidente will explain, "my job is to meet people, and to help people. — That is life."

"No il Presidente, "I will retort, "that is not really life at all, because the people you meet and the people you help are met across the 'administrative gulf,' or 'through the process of your machinery.' You are the il Presidente; your acquaintances are met on the 'administrative level.' They are usually, either the honourables, or some smaller cog of some other gruesome cycle of administrative machinery, or, if they happen to be people who require your help, they are usually the grit that has fouled up your own machinery. You see il Presidente, the role you are cast in is antithetical to the qualities you need to do the task that you became il Presidente for. By agreeing to become part of the mechanism of administration, you have dried up the natural creative impulses, and the life springs that are essential in forming living and meaningful communication with those that you thought to represent. Instead of communicating person to person, you have put the mechanical wall of an institutionalised office between yourself and those you sought to help. Hence you cease to be a helper, and become a meddler.

"Hypocrite, Gould," you will now exclaim. "You condemn us as administrators for the very thing you wish to do — on a grand scale. You accuse us of processing, or meddling with the lives of our students, when you as a revolutionary wish to meddle with the destinies of the whole world in a monolithic upheaval."



"Wrong gentlemen, "I reply equably. "I do not wish to meddle in people's lives. I wish to persuade others to stop meddling in other people's lives. Who are these people? Exactly those who you as administrators wish to meddle with. What is the anti-Vietnam struggle all about? Simply to stop interference in the lives of the Vietnamese people. What is the anti-Apartheid struggle all about? Simply to stop interference in the lives of black South Africans. And what, my Radical-left comrades, you who so earnestly desire me to stand for election. What is the revolution going to be about? — simply to liberate people from the meddling in their lives by the 'administrating class.' (which has other names too.)

So, my good friends, to stand for, and perhaps to become the President of the Student's Association would not further the revolution, because it would alienate and destroy me as a person. I would become a processor, a meddler, a tamperer, and instead of forming wider and closer links with which to further the revolutionary goals of peace and freedom I would simply distance myself from those comrades whom I have worked with in the Vietnam and other struggles over the past five years. This I see as accepting responsibility, rather than shirking it.

For there seem to be two types who aspire to presidency. Those who want to meddle in the lives of other people, or

those who are not aware that that is what they will be doing. That is to say, either opportunists or fools.

Let me say at this stage however, that I believe Mr Michael Wright, our current President, to be neither an opportunist or a fool. He is a compromiser. He has tried to unite two antithetical elements, on the one hand some meaningful Student involvement in the sorting out of their Student lives, and on the other, the practical need to run an efficient SRC machinery. The result has been that Michael has been certainly the most accessible Student's Association President that I can recall. His office has been a venue for constant and diverse social gathering; — and at the same time, his machinery of government has become less representative and more bureaucratic than ever before.

So we have the trappings of involvement with the substance of administrative machinery — the trappings of life with a substance of administrative machinery — the trappings of life with a substance of deadness. No good Michael, No good.

Please note that this is not an argument whose concern is power. The author has got some definite ideas about power. It does not assert that 'power corrupts' as to talk of a Student's Association President as having power is laughable. It does assert perhaps that, 'to be an administrator corrupts, and to be an absolute administrator corrupts absolutely'. So, aspiring Presidents forsake the sanctity of office for the sanctity of your souls. DOWN WITH THE MEDDLING CLASS. DOWN WITH THE ADMINISTRATING CLASS. KEEP THE SOUL PURE FROM THE SOIL OF MECHANICAL OFFICIALDOM, but bear in mind that

..... If we take the approach that society is divided into groups and that these groups need organisation, and that this organisation needs supervision, then quite obviously a Student's Association President is a good thing.....

"ROCK BOTTOMS"

September 8-11 and 15-18.
Revue '71, in case you haven't heard, is most definitely on. This year's revue makes its debut on September 8 in the Childers Street Theatre. The usual goonish humour and student satire are there to amuse you, but "ROCK BOTTOMS" is more than just another funny revue. Sophisticated use is made of certain production techniques that have not been a part of previous revues. In some well choreographed routines, a specialist dance-group combines with the orchestra to provide a more serious interlude midst the gay tomfoolery. Use is

made of electronic sound, unusual lighting and cinematography to give some striking visual effects. In many skits a cool chorus harmonizes with individual singers to provide an interesting new sound.

The subjects lightly touched on cover religion, racial problems, Shakespeare, television, industrial disputes, student protest, to name a few. The Army has a thorough working over, from a "different" angle as the medical inspection in the opening skit unashamedly reveals. Some skits are short with quickfire repartee, others longer, more deliberate, but not without the riotous humour which is the

hallmark of the show.

The revue is directed by Jeb Carew-Reid, ably assisted by his musical director, Eric Adrianse (Dutch import and musician extraordinaire), and choreographer the vivacious Linda Tenenb(a)um.

As an expression of student humour, fine music and unique creative ability, "ROCK BOTTOMS" will ensure a fine night's entertainment for all ... so whatever you do, don't miss it!

Ian Harvey.

REVUE PREVIEW



BOOKS

the Paris Commune

THE PARIS COMMUNE, 1871. By Karl Marx. Edited and introduced by Christopher Hitchens. Sidgwick & Jackson, 139pp. \$6.40.

There is no possible excuse for the appearance of this volume. It offers nothing new or otherwise unobtainable which is worth having. Certainly there is nothing worth paying \$6.40 for. Hitchens has presented three works by Marx on the Franco-Prussian war and its aftermath of the Paris Commune. There is the standard introduction to the German Edition of 1891. The notes and Index of Names are taken from the American Edition of 1913 and the Russian Edition of 1952. All of which is duly acknowledged.

Hitchens offers a page of bibliography and thirty pages of introduction. It is on the basis of this introduction that the book and its price must be justified. It is possible that a thirty page introduction could be so brilliant and seminal as to justify the expenditure of more than six dollars. This is not the case with Mr Hitchens. It would be acceptable as a fourth year honours essay but it would not be remarkable even as that.

The Introduction is in four sections. The first is a paraphrase of the three works by Marx which it introduces. It is competent and accurate. The second is called 'Marx and his Critics' but is in fact a reassertion of the first section. The critics are confined to a couple of pages and are barely allowed to state their case. Marx's achievement is diminished by giving him such unworthy opponents. Sections three and four trace out some of the theoretical and practical uses and misuses to which the Commune and Marx's writings on it have been put. They neglect to mention their role during the Cultural Revolution in China.

Perhaps the best and the worst that can be said for Hitchens' Introduction is that it would be useful for a student with no more than an hour to prepare for a tutorial on the subject.

This is not to deny the intrinsic importance of the writings of Marx which it introduces. The events of Paris 1871 caused Marx and Engels to revise the Communist Manifesto by arguing that it was not possible for the working-class to come to power through the institutions of bourgeois class rule. The proletariat had to smash the old state apparatus and replace it with a dictatorship of their own which had to be different in form so as to be different in content.

The commune demonstrated once again that the bourgeoisie are patriotic only to the point of protecting and enlarging their property. The citizens of Paris conducted the most heroic defence of their city against the invading Prussians while most of France fell back in retreat. The reward of the Paris-

ians was an alliance between the French and the German bourgeoisies to smash the commune. Bourgeois patriots loved German property-owners far more than they loved their property-less compatriots.

Marx was not uncritical of the Commune but he saw that it had to be defended from the horrendous lies of the bourgeoisie. Moreover he recognised that the actions of hundreds of thousands of people are the highest point of political theory and that what was schematic in his writings became real in the life of the commune.

In particular Marx felt that the Parisians should have marched at once on Versailles. Yet another example of the Commune's scrupulousness was its failure to seize the Bank of France. Shooting the Archbishop of Paris was not wrong; it was inappropriate. The ruling class can always get another Archbishop and are happy enough to have one martyred on their behalf. But to lose the Bank of France! That would have been a serious blow indeed.



For those interested in the evolution of Marx's views on the Commune there is a splendid 1966 Edition put out by the Foreign Languages Press in Peking. It contains everything that Hitchens' edition contains (except Hitchens) and a lot more besides. It has the two earlier drafts of Marx's major piece 'The Civil War in France'. It offers 287 pages for a mere twenty-five cents.

Humphrey McQueen,

Indonesia

Review of: Peter Polomka, *Indonesia Since Sukarno*, Penguin Books, 1971, pp.228

by Peter McCawley (Research Scholar, Dept. of Economics, R.S.P.S.)



Not long ago I was talking with a visiting American academic, a mildly leftist economist, about the disinterest in the West in the development problems of the Third World. I was surprised when he mentioned rather sadly that "few students in the States are interested in the underdeveloped countries these days."

"They are," he said, "interested in imperialism; they are against the war in Vietnam; and they identify with people in the underdeveloped countries -- but they are not really interested in them."

His comments are equally true for Australian students.

Take Indonesia for example. By population Indonesia is the fifth largest country in the world, and is one of the "big three" problem development countries -- the other two being India and Pakistan. Australia is uniquely placed to take a special interest in Indonesia, but we don't. Little Indonesian news is carried in Australian newspapers' parliamentarians are barely aware the country exists and little attention is paid to Indonesia in Australian universities, even in economic development courses.

(A dramatic example of the second point was provided recently by Senator Gair of the DLP. Calling upon the sort of exten-

sive knowledge of Asian affairs that has led him to enthusiastically support the Vietnam war, Senator Gair argued that the war (amongst other things) encouraged the Indonesians to resist a communist takeover in 1968. Leaving aside the big question mark about the true extent of communist involvement in the Indonesian coup, it is of some relevance that the coup occurred in 1965, and not 1968. The coup had, and still is having, a deeply traumatic effect on Indonesian society. To an Indonesian, Senator Gair's clumsy mistake is roughly equivalent to saying that World War Two began in 1935!)

As a group, Australian university students are only a little less insular than anybody else. How many students, for example, could give the names of three prominent Indonesians other than Suharto himself -- or name three important towns other than Djakarta?

It is against this narrow background that Polomka's book should be judged.

Indonesia Since Sukarno is a good book. It fills a gap that has developed since the consolidation of President Suharto's "New Order" government in the late sixties. In the mid sixties, J.D. Legge and Bruce Grant (both of Melbourne) produced good general books on Indonesia. But since then there have been sweeping changes in Indonesia, and a book which deals with more contemporary events has been needed for some time.

Polomka is a journalist with considerable experience in the Asian area (including two years in Indonesia). He has also done post-graduate work into Indonesian foreign policy. The journalist-scholar skills are combined well here to make a book that is both highly readable and carefully written.

Accuracy is not sacrificed in favour of anecdote. There is a well compiled index, and much background information on key men and organisations which would be very useful for the general reader unfamiliar with Indonesia. If you want to know as you must if you are to understand Indonesia today at all -- a little about Ali Murtopo or Sudjono Humardhani, (right hand men to Suharto), or about the intelligence agencies BAKIN or KOPKAMTIB, this book will tell you.

In order to begin to understand Indonesia sympathetically, one must appreciate that the society is undergoing rapid changes which impose tremendous strains on the people. Values, customs, habits and institutions are changing quickly, and there is often very deep disagreement between regions and between religious, ethnic and social groups about the only dimly understood implications of the changes.

Disagreements and social conflict occurs to a small degree in Australia it is true, but on the whole there is a consensus -- even if it is a consensus of apathy -- on

most major issues. In Indonesia, this consensus is often lacking.

Amongst the major issues that split Indonesia and are dealt with by Polomka are economic policy; the search for a suitable political format; relations between military and civilians; religion; corruption; and regionalism.

In discussing economic policy considerable emphasis is given -- rightly so, I think -- to the problem of the "we" versus the "they"

"We are the better educated -- the urban elite. They are the 'people' -- the rakyat, as they are often patronizingly called. We are the leaders, the thinkers, the people on whom they depend."

Much of Indonesian economic policy is elitist, in practice if not in intent. Only too often it is the "we" that benefit, and not the "they." This is a complex problem; and an understanding of the attitudes of elitism is vital to an understanding of the Indonesian economy (both since and before 1 -- the fall of Sukarno).

The Indonesian political scene is undergoing rapid changes at present. As Polomka points out, already two systems of government -- a form of Western parliamentary democracy in the fifties and Guided Democracy in the sixties -- have been tried and discarded. Now the Indonesians are looking for a third format -- one that will be stable and effective but that will also allow minority dissent.

Other difficult problems are discussed with sympathy and insight too. Australians are prone to glibly moralise about such matters as military governments, corruption and religion in Southeast Asia. Military governments are seen as bad, undemocratic and corrupt. They may well often be so, but what if there is a good chance that a civilian government will be worse?

Asian religions are also misunderstood. Buddhism and Islam are frequently dismissed as forces retarding social change. Sometimes this is true, but Christians are hardly in a position to criticise. In Indonesia, Christianity is highly correlated with wealth and race since many Chinese are Christians, as of course are most Europeans. Thus the influence of Christian churches tends to exacerbate class and racial conflicts.

And the undesirable influences of non-Christian religions would have to be considered indeed to complete with the bitterly cruel effect on the underdeveloped countries of the Catholic Church's opposition to birth control.

The book has some drawbacks. Given a publication lag of about nine months, it is inevitable that Polomka misses out on some important matters. In July, Indonesian politics were transformed by the decisive election victory of the strongly military backed group GOLKAR. So rapid has GOLKAR's rise been that it receives only a passing mention in the conclusion.

Although it is not generally the case, in one or two places Polomka accepts the government's official position too easily. The very first sentence of the book, for example, asserts the official view that the 1965 coup was "led by left-wing and communist forces." Was it? Supported once it got going -- yes, that much is certain. But led? The difference is crucial.

And his conclusions that the 1971 election campaign offered "millions of people a much greater sense of participation in government than they had previously enjoyed" is at odds with the facts. GOLKAR bulldozed its way into victory in a manner which hardly allowed much room for a "greater sense of participation" from the people.

Nevertheless this is a welcome book which should certainly be read by anyone interested in contemporary events in Indonesia.

**more reviews
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EDUCATION

a WORONI supplement



search for an alternative

THE ALTERNATIVE TO SCHOOLING by Ivan Illich

For generations we have tried to make the world a better place by providing more and more schooling, but so far the endeavor has failed. What we have learned instead is that forcing all children to climb an open-ended education ladder cannot enhance equality but must favor the individual who starts out earlier, healthier, or better prepared; that enforced instruction deadens for most people the will for independent learning; and that knowledge treated as a commodity, delivered in packages, and accepted as private property once it is acquired, must always be scarce.

THE REFORMERS

In response, critics of the educational system are now proposing strong and unorthodox remedies that range from the voucher plan, which would enable each person to buy the education of his choice on an open market, to shifting the responsibility for education from the school to the media and to apprenticeship on the job.

Some individuals foresee that the school will have to be disestablished just as the church was disestablished all over the world during the last two centuries. Other reformers propose to replace the universal school with various new systems that would, they claim, better prepare everybody for life in modern society.

These proposals for new educational institutions fall into three broad categories: the reformation of the classroom within the school system; the dispersal of free schools throughout society; and the transformation of all society into one huge classroom. But these three approaches — the reformed classroom, the free school, and the worldwide classroom — represent three stages in a proposed escalation of education in which each step threatens more subtle and more pervasive social control than the one it replaces.

ABOLISH SCHOOLS

I believe that the disestablishment of the school has become inevitable and that this end of an illusion should fill us with hope. But I also believe that the end of the "age of schooling" could usher in the epoch of the global schoolhouse that would be distinguishable only in name from a global madhouse or global prison in which education, correction, and adjustment become synonymous.

I therefore believe that the breakdown of the school forces us to look beyond its imminent demise and to face fundamental alternatives in education. Either we can work for fearsome and potent new educational devices that teach about a world which progressively becomes more opaque and forbidding for man, or we can set the conditions for a new era in which technology would be used to make society more simple and transparent, so that all men can once again know the facts and use the tools that shape their lives.

In short, we can disestablish schools or we can deschool culture.

EDUCATION v. SCHOOLING

In order to see clearly the alternatives we face, we must first distinguish education from schooling, which means separating the humanistic intent of the teacher from the impact of the invariant structure of the school. This hidden structure constitutes a course of instruction that stays forever beyond the control of the teacher or of his school board.

It conveys indelibly the message that only through schooling can an individual prepare himself for adulthood in society, that what is not taught in school is of little value, and that what is learned outside of school is not worth knowing. I call it the hidden curriculum of schooling, because it constitutes the unalterable framework of the system, within which all changes in the curriculum are made.

The hidden curriculum is always the same regardless of school or place. It requires all children of a certain age to assemble in groups of about thirty, under the authority of a certified teacher, for some 500 to 1,000 or more hours each year.

It doesn't matter whether the curriculum is designed to teach the principles of fascism, liberalism, catholicism, or socialism; or whether the purpose of the school is to produce Soviet or United States citizens, mechanics, or doctors. It makes no difference whether the teacher is authoritarian or permissive, whether he imposes his own creed or teaches students to think for themselves.

What is important is that students learn that education is valuable when it is acquired in the school through a graded process of consumption; that the degree of success the individual will enjoy in society depends on the amount of learning he consumes; and that learning about the world is more valuable than learning from the world.

LEARNING AS A COMMODITY

It must be clearly understood that the hidden curriculum translates learning from an activity into a commodity — for which the school monopolizes the market. In all countries knowledge is regarded as the first necessity for survival, but also as a form of currency more liquid than rubles or dollars.

We have become accustomed, through Karl Marx's writings, to speak about the alienation of the worker from his work in a class society. We must now recognize the estrangement of man from his learning when it becomes the product of a service profession and he becomes the consumer.

The more learning an individual consumes, the more "knowledge stock" he acquires. The hidden curriculum therefore defines a new class structure for society within which the large consumers of knowledge — those who have acquired large quantities of knowledge stock — enjoy special privileges, high income, and access to the more powerful tools of production.

This kind of knowledge capitalism has been accepted in all industrialized societies and establishes a rationale for the distribution of jobs and income.

EDUCATIONAL ALCHEMISTS

Educational reformers who accept the idea that schools have failed fall into three groups. The most respectable are, certainly, the great masters of alchemy who promise better schools. The most seductive are popular magicians, who promise to make every kitchen into an alchemic lab. The most sinister are the new Masons of the Universe, who want to transform the entire world into one huge temple of learning.

Notable among today's masters of alchemy are certain research directors employed or sponsored by the large foundations who believe that schools, if they could somehow be improved, could also become economically more feasible than those that are now in trouble, and simultaneously could sell a larger package of services. Those who are concerned primarily with the curriculum claim that it is outdated or irrelevant. So the curriculum is filled with new packaged courses on African Culture, North American Imperialism, Women's Lib, Pollution, or the Consumer Society.

Passive learning is wrong — it is indeed — so we graciously allow students to decide what and how they want to be taught. Schools are prison houses. Therefore, principals are authorized to approve teach-outs, moving the school desks to a roped-off Harlem street. Sensitivity training becomes fashionable. So, we import group therapy into the class-room.

INEFFICIENT

Other critics emphasize that schools make inefficient use of modern science. Some would administer drugs to make it easier for the instructor to change the child's behaviour. Others would transform school into a stadium for educational gaming. Still others would electrify the classroom.

If they are simplistic disciples of McLuhan, they replace blackboards and textbooks with multimedia happenings; if they follow Skinner, they claim to be able to modify behaviour more efficiently than old-fashioned classroom practitioners can.

Most of these changes have, of course, some good effects. The experimental schools have fewer truants. Parents do have a greater feeling of participation in a decentralized district. Pupils, assigned by their teacher to an apprenticeship, do often turn out more competent than those who stay in the classroom.

"FREE SCHOOLS"

Some reformers would like to shake loose from the hidden curriculum, but they rarely succeed. Free schools that lead to further free schools produce a mirage of freedom, even though the chain of attendance is frequently interrupted by long stretches of loafing.

Attendance through seduction inculcates the need for educational treatment more persuasively than the reluctant attendance enforced by a truant officer. Permissive teachers in a padded classroom can easily render their pupils impotent to survive once they leave.

Learning in those schools often remain nothing more than the acquisition of socially valued skills defined in this instance, by the consensus of a commune rather than by the decree of a school board. New presbyter is but old priest writ large.

Free schools, to be truly free, must meet two conditions: First, they must be run in a way to prevent the reintroduction of the hidden curriculum of graded attendance and certified students studying at the feet of certified teachers. And, more importantly, they must

provide a framework in which all participants — staff and pupils — can free themselves from the hidden foundations of a schooled society.

The first condition is frequently incorporated in the stated aims of a free school. The second condition is only rarely recognized, and is difficult to state as the goal of a free school.

The rhetoric of all schools states that they form a man for the future, but they do not release him for his task before he has developed a high level of tolerance to the ways of his elders: education for life rather than in every-day life. Few free schools can avoid doing precisely this.

Nevertheless they are among the most important centers from which a new life-style radiates, not because of the effect their graduates will have but, rather, because elders who choose to bring up their children without the benefit of properly ordained teachers frequently belong to a radical minority and because their preoccupation with the rearing of their children sustains them in their new style.

A NEW KNOWLEDGE

At present schools limit the teacher's competence to the classroom. They prevent him from claiming man's whole life as his domain. The demise of school will remove this restriction and give a semblance of legitimacy to the life-long pedagogical invasion of everybody's privacy. It will open the way for a scramble for "knowledge" on a free market, which would lead us toward the paradox of a vulgar, albeit seemingly egalitarian, meritocracy.

Unless the concept of knowledge is transformed, the disestablishment of school will lead to a wedding between a growing meritocratic system that separates learning from certification and a society committed to provide therapy for each man until he is ripe for the gilded age.

A revolution against those forms of privilege and power, which are based on claims to professional knowledge, must start with a transformation of consciousness about the nature of learning. This means, above all, a shift of responsibility for teaching and learning.

Knowledge can be defined as a commodity only as long as it is viewed as the result of institutional enterprise or as the fulfillment of institutional objectives. Only when a man recovers the sense of personal responsibility for what he learns and teaches can this spell be broken

A.U.S. AND

EDUCATION

EDUCATION FIGHTING POLICY 1971

The order of priorities for the AUS Education Department action for 1971 is as follows:-

1. INEQUALITIES IN EDUCATION

We believe that the inequalities that exist within the Australian education system — the systematic and usually subtle discrimination against low-income families, migrants, Aborigines, women, rural dwellers and many other groups — reflect deep-rooted and pernicious tendencies to exclude these groups not just from educational advancement, but from all the rewards and benefits of the affluent society.

The point of working to remove inequalities in education is then not just to reduce the present great waste of human potential, or to foster economic development by having a better educated populace; we base our attack on inequalities on a desire to change all these features of Australian society which tend to produce and perpetuate social and economic inequities.

We believe that the education system is a vital point at which to begin such widespread change. Education, increasingly, holds the key to economic and social advancement in Australian society. Qualifications demanded for an ever widening range of occupations are steadily being pushed upward. Typically working class educational institutions such as workingmen's Colleges and Technical Colleges are becoming middle-class institutions (CAE's) and lower-class people are increasingly excluded from these Colleges.

2. DISCIPLINE

AUS believes that the use of discipline within tertiary institutions is an undesirable expedient being a resort to the use of force to resolve situations rather than the employment of rational and enlightened methods more comparable with the aims of tertiary education. The use of disciplinary action testifies to the break-down of humane and enlightened communication and problem solving. Its use often aggravates particular situations, providing immediate and inadequate pseudo-solutions at the expense of long-term analysis, understanding and resolution of the situation. This applies to every situation from that of fines for overdue library books to the expulsion of students for more serious offences.

In accordance with this belief, AUS is particularly disturbed at the recent upsurge in attention to discipline in response to the increased level of political activity among students. AUS strongly opposes and condemns the severe disciplinary action which has been taken against students involved in disturbances of a political nature.

3. TERTIARY TEACHING AND LEARNING

(Student participation and curriculum reform)
All tertiary institutions should be internally self-governing. All members of the governing body of a tertiary institution should be elected by a common roll of the members of the particular tertiary institution, consisting of all the undergraduates, postgraduates, academic and non-academic staff of the institution.

AUS opposes the traditional organisation of departments within tertiary institutions which have invested the Heads of Departments with almost total power in the administration of their departments. Departments should be reformed and have elected rotating departmental heads, formal meetings to decide departmental policy, and student participation in departmental decision making.

COURSES AND ASSESSMENTS

These alternatives should be formulated on the basis of course objectives and minimizing extraneous pressure on students. Institutions are urged to offer a variety of forms of assessment to allow for both individual differences and personal performance at different times.

TERTIARY TEACHING

All institutions should have ready access to a research unit which can examine any aspect of the functioning of the institution. Wherever possible, high priority should be given to institutions establishing their own research units but shared facilities should be available to all institutions.

Working hand in hand with the research unit should be:
a) lecturer advisory schemes to assist lecturers to adopt more efficient methods of lecturing and teaching.
b) a centre for audio-visual aids and educational technology.

Secondly, attention should be paid to the teaching abilities of staff members when they are being evaluated for appointment, promotion or tenure, and in particular special consideration should be given to the teaching qualifications and abilities of staff applying to teach first year students. All institutions should consider by what means they can best secure a satisfactory standard of teaching from their staff. AUS believes that of paramount importance here is the creation of an atmosphere in which good teaching, no less than good research ability and scholarship, is seen as an important, respected and valuable asset for a staff member and vital for the effective communication of his knowledge.

4. AUSTRALIAN UNIVERSITIES' COMMISSION AND COMMONWEALTH ADVISORY COMMITTEE ON ADVANCED EDUCATION SUBMISSIONS.

In this year, 1971, AUS will make submissions on behalf of its constituent members to the Australian Universities' Commission and the Commonwealth Advisory Committee on Advanced Education. It is deemed of ultimate importance that AUS contribute as much of its resources and time as possible to the compilation of these submissions. Submissions will include detailed justification for non-collegiate housing, radically different student financing proposals, welfare services and so on.

5. COMMONWEALTH SCHOLARSHIPS

In the light of our 1971 Submission to the Federal Minister for Education and Science and the Commonwealth Scholarships Board, and in view of the failure of the tertiary schemes to fulfil one of the two original aims, that of lessening inequalities of opportunity at the tertiary level (restated in 1960 as a desire to provide complete equality of opportunity) AUS believes:

That the present system of Commonwealth Scholarships should be abolished and be replaced by a system of means-tested grants based on need, if the government fails to implement this, we would like to see a re-direction of the current method of student financing so that scholarships are awarded according to financial circumstances and not scholastic ability.

6. THE BINARY SYSTEM

Student evaluation of teaching should be used as a valuable tool for effective teaching, but the interests of both students and teachers are best served by treating the results of such evaluation as confidential. We are opposed to the present Government policy of a binary system with separate university and non-university institutions.

The universities, colleges of advanced education, teacher training and agricultural colleges, and technical training institutions should be regarded as full partners in the system of higher education. Physical conditions, equipment and salaries will depend on the type of courses and degree of competence required, but there should be no difference in provision for universities and colleges.

7. ABOLITION OF FEES AND THE BOND

AUS believes that whatever else is done, the first step towards more equitable entrance opportunities for higher education must be the abolition of fees. This will require a change in the present agreement for financing Universities and Colleges between the Commonwealth and State Governments. Until this occurs, the Commonwealth should pay all fees.

At present, state governments believe that the only way sufficient teachers will remain in the service is to bond trainee teachers. This ensures that they can be sent anywhere and protects education departments from having to compete for tertiary qualified manpower. Many students take up a bonded scholarship as the only method of obtaining further education. Their commitment to education is often minimal. In addition some students especially in the later years of their courses, find other opportunities open or decide that they do not wish to teach.

More important, however, is the effect upon their students. They are often encumbered with bonded teachers who have little enthusiasm for the task. Students are the real victims of the bonding system.

Most private companies have abolished bonding because they realise that a dissatisfied employee is of little use to them. They rely on salary and condition of work to keep him. Great Britain has abolished the bond without any appreciable loss of teachers.

AUS strongly believes that all bonding should cease and we urge students contemplating accepting bonds to consider alternative methods of financing their own tertiary education.

8. TEACHERS' COLLEGE AUTONOMY

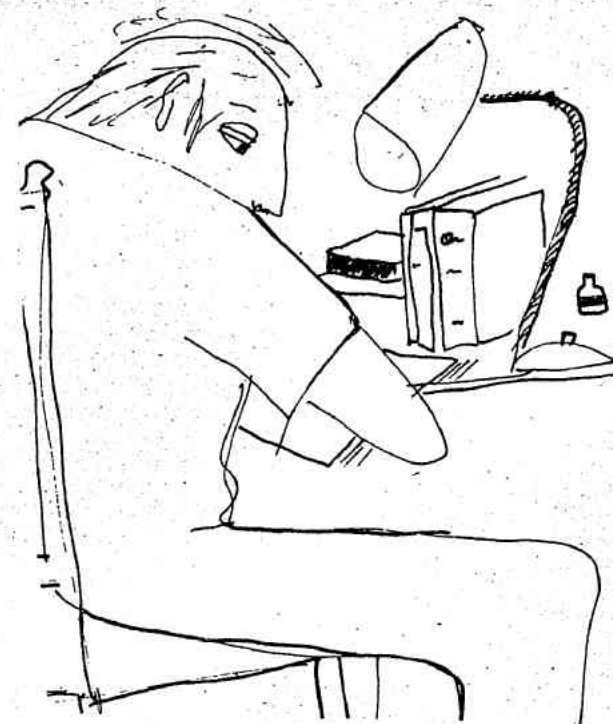
Existing teachers' colleges should be given complete internal financial and education policy control. This should permit the greatest possible student freedom and control within the institution itself.

Autonomous teachers' colleges should be given the option of joining universities or colleges. Or alternatively they could become Liberal Arts Colleges with a curriculum wider than teacher education.

AUS, however, believes that future teacher education institutions should be integrated in the universities or colleges, where education students can be exposed to a much wider range of educational experiences.

9. OPEN UNIVERSITY

The biggest single step that could be taken in the field of Continuous Education would be the establishment of an Open University. This Open University would have no campus and no full-time students, but would consist of an academic staff preparing educational programmes for television and radio, and correspondence courses. The Open University should cater both for students who wish



to receive a formal qualification (it should have degree-granting status) and for students who do not wish to sit for exams or follow through the formal courses. The courses presented at the Open University should cover a wide range of subjects, and be on par with those of other tertiary institutions.

With increasing demand for both formal and informal continuous education, AUS urges the establishment of an Open University as a national education priority. As the first step in this, a television and radio channel in all states should be especially earmarked for future educational use.

10. TEACHERS' CONDITIONS

The determination of salaries, conditions, appeals etc. should be carried out by Teachers Tribunals. In accordance with this, then, AUS strongly supports the efforts of teachers, parents and the N.S.W. Teachers Federation to free education from the control of the Public Service Board.

With a highly decentralised system of educational administration, teachers would be mobile and would be able to apply to teach anywhere. The contrary is at present true, with transfers to other states, territories or nations being penalised for instance by losing seniority. An immediate reform is essential. Teachers going to the underdeveloped countries (including Indonesia, Papua-New Guinea) should be assisted not hindered.

Promotion should not be based on seniority alone, but also on ability as a teacher and on the attainment of further academic qualifications.

The assessment of a teacher's ability should not be based solely on reports of inspectors. Their role should become essentially advisory. The views of Principals, Masters, fellow teachers and of students should be taken into consideration when suitability for promotion is being assessed.

11. SECONDARY STUDENTS

Secondary students should be treated as individuals, not simply as parts of a composite entity. Firstly, students have a definite part to play in the governing of the school, assisting in choosing courses, topics and assessment and in the evaluation of teachers. We believe that the contributions that secondary students can make in the evaluation of their own education and suggestions for change is vastly under-estimated.

Secondly, students should have personal freedom to organise representative bodies and to govern their own personal appearance. AUS welcomes and will encourage attempts by secondary students to found their own Secondary Students' Unions, aimed at providing a means of communication and representation for these students.

AUS condemns the suspensions and expulsions which have repeatedly occurred in secondary schools as a result of students engaged in political activities in the school. The right to participate in political affairs should be seen as a fundamental human right, and must not be covered up or repressed in secondary schools. It is no defence to say that 'politics' is controversial and thus should not be seen or discussed in schools. We believe that debate on controversial issues should be a welcome and vital part of any school's activities, being an intrinsically educative activity and essential in a democratic culture.

12. ACADEMIC FREEDOM — RESEARCH

In no case, should any research be inhibited, discontinued or remain unpublished because the results could be an embarrassment to the government or businesses which donate money to the institution.

EDUCATION

STUDENT EVALUATION = STUDENT POWER

TEACHER EVALUATION - ACTION AT LAST

Andrew Bain.

Teaching ability has long been accepted as essential, or at least desirable, for university staff as well as for those who teach in schools. Similar agreement has not been reached however, on the means of ensuring, assessing or rewarding teaching ability, within universities.

This lack of agreement has unfortunately resulted in a lack of action. University staff have been very sensitive to any attempt to assess their ability to teach. They have also been dubious of the validity of these proposed schemes. The criticised but nevertheless well-established reliance on research output in the form of publications has hence come to dominate academic life.

A significant move is now being made to remedy this situation at the ANU. Last year a committee was appointed by the academic Board to look into means of assessing teaching ability for the purpose of staff promotions procedures. This committee chaired by Professor Richardson of Law, will present its report this month.

The Richardson Report proposes that every member of academic staff should be assessed by his students in every course of which he teaches a significant part. This student evaluation would be by means of a questionnaire, centrally designed but flexible where staff wish additional information.

Student evaluation would be coupled with staff evaluation in order to obtain a rounded picture. The report proposes that the latter be done by a faculty committee, which could audit the lectures of a staff member or use other means to arrive at an informed view of his teaching ability.

The report notes that its objective was to arrive at a valid means of assessing teaching ability, one which went past the limitations of reliance on hearsay and chance comment by staff or students. The report thus implicitly condemns the present 'method' of 'assessing' teaching, if any method indeed exists.

Teaching ability would remain as only one factor in staff promotions, if the report's recommendations are accepted. Research and service to the university are



the other factors. The report's significance is that it proposes a valid means of assessing teaching ability in order to ensure that this factor can be fairly considered and given its due weight in promotions procedures.

This could be expected to have beneficial effects on the attention paid by staff to their teaching. This is anticipated in the report.

The Richardson Report spends most of its less than ten pages outlining its proposal for student evaluation of teaching staff. It gives a fairly thorough treatment of this. Additional to what has already been mentioned, it proposes:

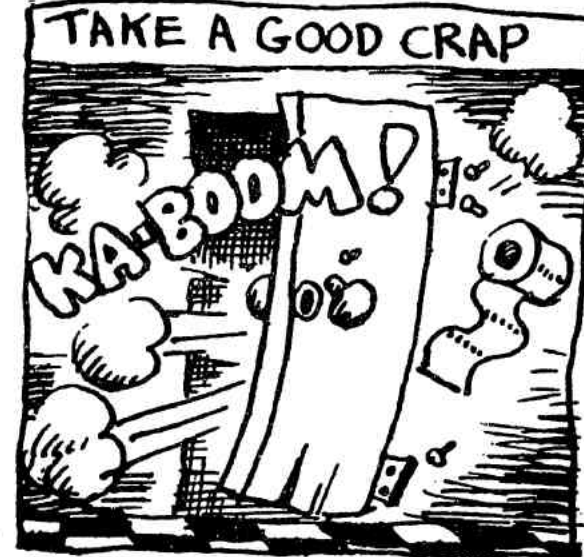
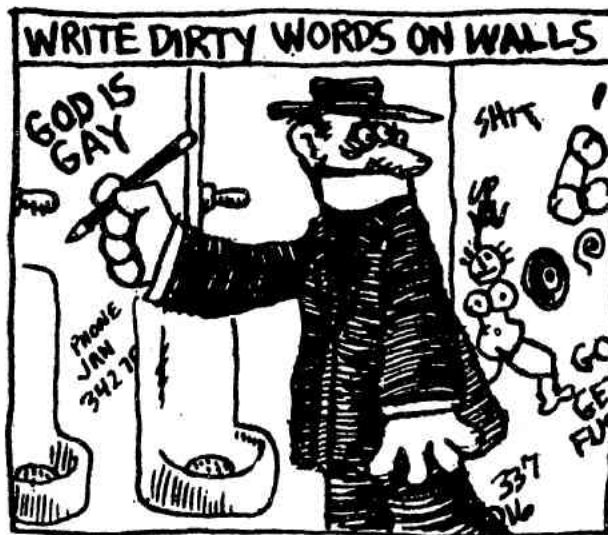
- annual questionnaires, at least for the first two years.
- opportunity for the staff member evaluated to comment on the results.
- a dual emphasis on assessing the staff member's teaching and providing him with information as a basis for self-assessment and improvement.
- the results to be compiled by computer.
- the results to be made known to the staff member concerned, his Head of Department, the promotions committee, and nobody else.

In fairness to staff members who would be subject to this evaluation, the report recommends that opportunities must be made available for staff to improve their teaching. These opportunities would include provision of expert assistance.

The Report's recommendations have already received the broad support of the SRC. Staff are expected to give the Report less friendly treatment, with the result

that its fate is far from certain.

If the Richardson Report is implemented, it will certainly be a step forward. However, it needs to be coupled with other proposals for improving teaching — such as a teaching unit — if the desired effect of improved teaching within the university is to be adequately realized.



PART-TIME to be or not to be!

PART-TIME STUDENTS

Report of a Survey conducted by the ANU Education Research Unit, May 1970.

The following recommendations are not the only ones which could be made on the basis of the survey. If the position is taken that there is no advantage for concurrent employment and study, but that there are distinct disadvantages from not being able to study full-time, then other recommendations would be given greater stress, e.g. concerning means of enabling more older and mature students to become full-time. The detailed information from the survey should assist departments and the various committees of the university make informed decisions on matters which concern them.

Recommendations

1. The effects of increased competition for places in ANU on the proportion of part-time students among entrants should be studied.
2. Teaching methods designed to meet the particular needs of part-time students should be developed. No evaluation has been attempted of alternatives to the existing methods but possibilities worth investigating are: the use of TV (perhaps open circuit using existing ABC or commercial channels for telecast lectures in the early morning; the greater use of tape-recorders and the

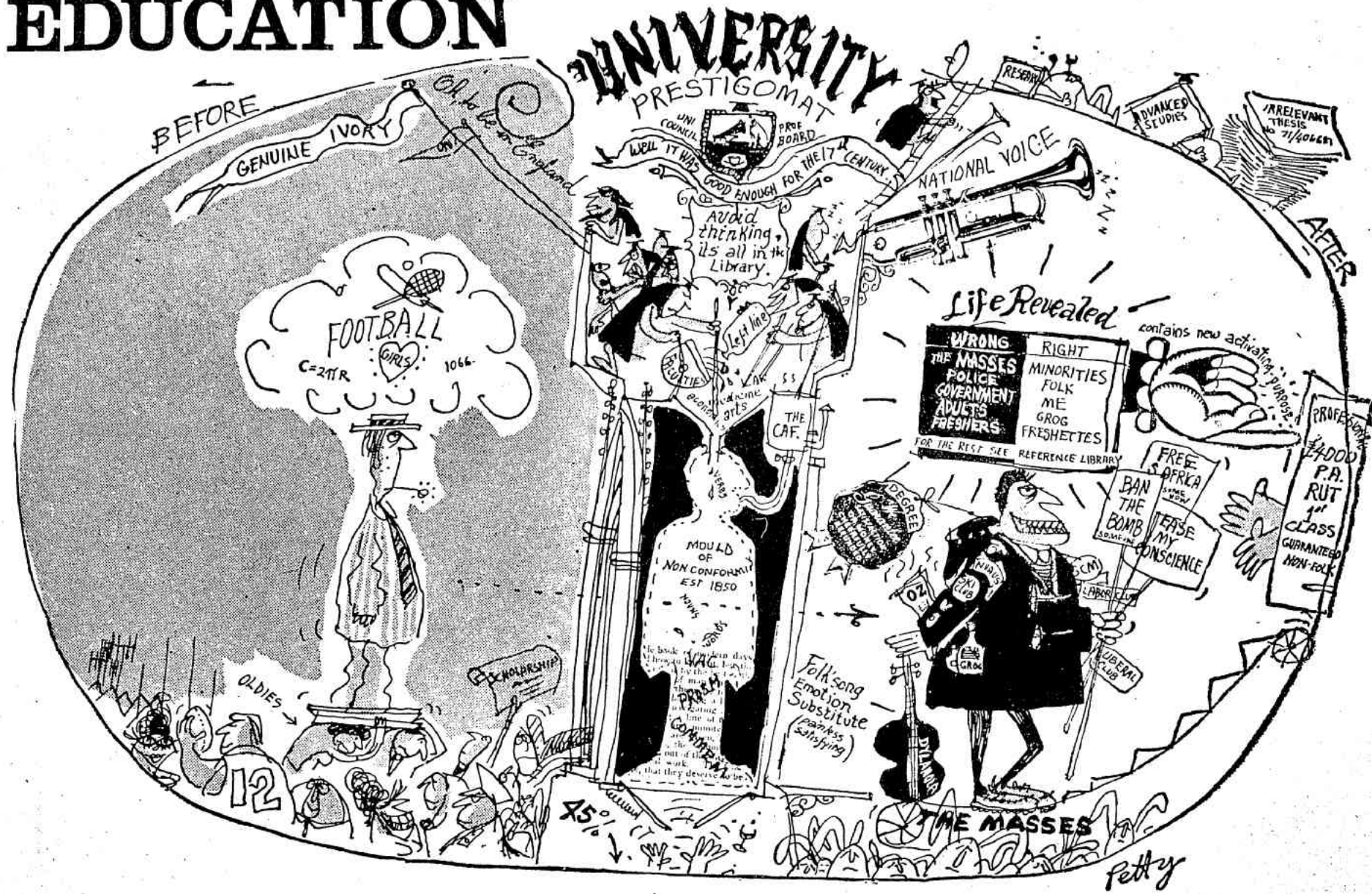


posting of specially prepared tapes to students; the replacement with printed notes of those lectures in which communication is mainly one-way; the use of weekends for occasional seminars and tutorials; periods of 'full-time' study, perhaps one or two weeks annually, including an orientation session for new students; the setting of some assignments to be worked on by small groups; greater flexibility in the structure of courses and examinations so that students may distribute their studies more evenly over the year and students who become overloaded may take a reduced load rather than discontinue a whole unit. Should these matters be investigated the techniques used by other universities should be examined, particularly Macquarie and New England in Australia, and Birkbeck College and the Open University in U.K.

3. A study should be made of the 'cost of failure' and of the merits of a scheme which would encourage more older students at present part-time, to become full-time.

4. Assuming again that ANU wishes to continue its distinctive contribution to part-time education, consideration should be given to setting up a centre for part-time studies. Its tasks might be to assist departments plan and coordinate degree studies for students in employment; advise on entry requirements, teaching methods and materials; devise a flexible system for the presentation of courses; liaise with employers; and ensure that a more personal interest is taken in part-time students and their affairs.

EDUCATION



UNIVERSITY its relevance

THE ROLE OF UNIVERSITIES

Humphry McQueen.

Arguments about the role of Universities tend to be three-sided. At the extremes there are those who want universities to become nothing more than tertiary technological institutes; and there are those who want universities to be totally removed from society and to occupy themselves with the passionless pursuit of passionless truth. Far more popular in terms of support is the compromise position which boils down to wanting universities to be technological institutes while university staff and students remain at a critical distance from society.

None of these positions is important in itself. It is their irrelevance which makes them important as they are answers to a wrong set of questions. The debate that gyrates around them distracts attention from the fundamental issue which is to what kind of society shall a university be — or not be — connected?

Before proceeding to this issue it will be necessary to say something briefly about the usual debate on the role of universities. What follows is intended to sketch out why this debate is irrelevant.

Any attempt to turn universities into technological institutes would be little more than an articulation of the situation which has existed for most of this century. Law faculties churn out legal technicians and always have; nowhere is this more evident than in the virtual disappearance of the sociology of law from LL.B. courses. Economics faculties produce hundreds of people who, in Joan Robinson's phrase, can determine the price of a cup of tea, but who are rarely required to examine the ideological underpinnings of marginal utility and growth theories. Arts faculties are largely pre-school centres for reluctant school teachers.

Within this framework students are encouraged to be 'critical'. But they are not expected to challenge the fundamental assumptions (which are objectified as 'rationality'), from which the subject is derived.

The rat-torturers in psychology manifest aggression symptoms when quantitative ratomorphism is ridiculed. Sociology provides an excellent example of this self-protective narrowness. Despite the thousands of case studies of deviant groups prepared by American sociologists it has only been in the last few years that their techniques have been used to examine sociologists as a deviant group. Many still cannot accept that their 'objectivity' is no less ideological than the gut responses of negro rioters.

It needed a Frenchman, Raymond Aron, to give the game away. Writing in Volume One of *Main Currents in Sociological Thought* he approvingly noted that:

the adoption of American sociological method and attitude will lead to the adoption of reformist positions. If you study social organisations in



detail, you will find something to improve everywhere. In order to seek a revolution — that is, a total upheaval — you must assume an over-all viewpoint, take up a synthetic method, define the essence of a given society, and reject that essence. (pp.11-12).

Anthropology is another discipline that has its origins in the expansion of Europe and the subjugation of two thirds of the world. It has only rarely escaped from these birth stains and today is the all too willing handmaiden of imperialism in retreat.

There schematic views of subject areas are not intended to convince. Rather they are designed to point to the very real limits within which 'academic freedom' exists in relation to the demands of society for trained officials. Thus the inauguration of a reign of technology, even outside the natural sciences, would alter very little in the nature of our universities.

In the Law Faculty 'academic freedom' is part of the process by which belief in the independence of the judiciary is sustained. In medicine it is somewhat cruder: It is part of the mystification of medical practice through which the priest (doctor) acquires power over the victim (patient).

Thus 'academic Freedom' barely exists and to the extent that it does it serves the system and thus is in no danger. This deals with the first and third arguments: that the universities should become technological institutes, or that they should become technological institutes whose members are not wholly subservient to society's every fancy. But what of the hope that universities can or should become totally detached from society?

There will undoubtedly be a continued rationalisation of training procedures as the Colleges of Advanced Education proceed and the Universities might even gain in terms of 'pure research'. But whatever happens in administrative terms there would need to be a fundamental social upheaval for the Universities to lose their nominal autonomy. The degree of critical distance that 'academic freedom' produces is exceedingly valuable to the smooth functioning of society.

Even when Universities are contracted to do defence studies they are not expected to kowtow to every whim of government policy. Quite the reverse. Their function is to provide a 'second opinion' against which in-service advice can be evaluated. The Institute of Strategic Studies at this University serves imperialism by maintaining some degree of independence. Its academic freedom is precisely what the Ford Foundation is paying for.

It will always be possible for minute numbers of academics and students to gain this total independence either within or outside the formal structures of the university. But this will not be financed to expand. It may even be prevented from continuing. No society is going to allow its universities to detach themselves from it completely. The option is simply not open. And unless one wants to retreat into a comfortable world of one's own it should not even be considered.

This brings us back to the real point at issue. To what kind of society shall the University be attached? This means recognising the committed nature of saying that the University should serve society. This is not a neutral statement. It is a shorthand way of saying that the University should serve Imperialism. It is a politically committed statement.

My own position is that Universities should serve Socialist societies. This means that while I oppose the present research conducted at the Institute of Strategic Studies I would gladly do similar research to assist the Provisional Revolutionary Government of South Vietnam. There is nothing unusual in this. It merely brings into the open the seemingly value-free proposition that Universities should serve society.

One point in conclusion which should help to illustrate the kind of University I have in mind. At present Universities serve society by concentrating on teaching and research. This overlooks a large number of people in the Universities, namely the cleaners, attendants, clerks and typists. At present these people are looked on as servants. Their work is not valued and they are not valued as people compared to Professors of Chemistry or Economics. At no time has there been any attempt to give them representation on University Committees and the Council. In this sense they are treated as if they do not exist. A socialist university would alter this by making people the end and not the means.

letters letters

Dear Sir,

I am writing on behalf of International Development Action (IDA). IDA was established in 1970 on the initiative of the Student Christian Movement and World University Service. It is now also sponsored by Community Aid Abroad, the Australian Council of Churches and the Freedom from Hunger Campaign. IDA is an educational group which hopes to raise Australians' awareness and understanding of the crisis of underdevelopment facing the world.

IDA is planning, in conjunction with the United Nations Centre for Economic and Social Information (CESI), a Development Research Project in Indonesia in 1972.

Objectives

The primary object of the project is to stimulate among Australians greater and better informed awareness and interest in the problems of economic, social and political development facing the people of the Third World, particularly Indonesia. The whole project is seen as an

educational process whereby more people become aware of the problems of development and thence committed to involvement in combatting them. It will also give a chance for reviewing Australia's trade, aid, foreign and military policies as they affect Third World countries, and suggest ways of relating Australia's policies to the basic needs of populations in developing countries.

The objectives will be carried out by a team of six young Australians. Firstly, they will investigate Australia's role in Indonesia through sources available to them in Australia. Then they will spend time in Indonesia, living with Indonesians and discovering for themselves what it is like to live in a developing country. During their stay in Indonesia some of the team will also look at aspects of Australian aid and investment programmes. Returning to Australia the team will participate in a nation-wide educational campaign initiated by International Development Action in co-operation with other interested groups.

Summary of Project Time-Table.
Australian Section of Project and Commencement.
February - March 1972 (8 weeks)

IDA committees and others interested begin preparations for the team's educational work in Australia following their visit to Indonesia.
February - March 1972 (8 weeks)

Preparations for team's return stepped up
April - June 1972 (10 weeks)

Educational Campaign, Australia.
June - Aug. 1972 (8 weeks)

Final Draft of Report & Publication
August - Sept. 1972.

Team

The proposal is that the team consist of up to six persons, all of whom should speak Indonesian. A maximum of one non-Indonesian speaking team members, however, will be allowed for. It is suggested that two members be senior Secondary School students, and that the other four be under-graduate or graduate members of tertiary institutions, or teachers. It is also suggested that one member should have training in communications, and know about mass communications. It is also hoped that at least one member of the team will be Muslim. The team should be as diverse as possible, but with one member of the team having previously spent considerable time in Indonesia.

Financial Arrangements.

Team members will have all their expenses met and will be paid a small living allowance both during the Australian section of the Project and in Indonesia.

For further details and application forms contact:

The National Director,
International Development Action,
211 Chapel Street,
Prahran. Victoria 3181

Frances Newell,
National Director.

not to imprison or persecute the four. Thus, your publicising will be much more than an act of solidarity; it will be of immediate and actual help to the four.

Once draft resistance becomes legitimised in the consciousness of boys and girls (in Israel girls too must serve compulsory 2 1/2 years in the regular army) the whole Jewish scene, both in Israel and abroad will become involved in a tremendous rumpus on the whole issue.

On behalf of "MATZPEN"
B. Merhav,
P.O. Box 130,
Noble Park, 3174.

ISRAELI NEWS ITEMS
(distributed by I.S.R.A.C.A.)

On August 2nd, four young Israelis (three boys and one girl) who are about to be drafted into the Israeli Army shortly, sent the following letter to M. Dayan, Minister of Defence:

The Minister of Defence, Mr M. Dayan,
Ministry of Defence,
HAKIRYAH,
Tel-Aviv,

Dear Sir,

We are a group of young people on the eve of being drafted into the Army. After prolonged deliberations we were forced to conclude that we are unwilling to serve in the army.

Since young people are dying in this country because of internal politics (see a recently published research by Dr. Shlomo Aronson and Mr Dan Horovitz) and not for noble values. It was recently stated by a journalist who participated in the last three (Israeli) wars: "For each soldier who dies in Suez - there is someone who becomes rich in Tel-Aviv.

We are unwilling to serve in an occupation army. It has been demonstrated in history that occupation means foreign rule; foreign rule begets resistance; resistance begets oppression; oppression begets terror and counter terror.

We were not born free in order to become oppressors. Oppression is a bad reason to die for. The cynical attitude of the government to the lives of young people strengthened our refusal to become candidates for death notices. We do not wish to be commemorated in some literary memorial volume. We have no intent of hurting the government but we do not want the government to bring us to a state where we shall be beyond all pain.

We are firmly determined to refuse to participate in the oppression of another nation. We refuse to inflict upon another nation what has been inflicted on our parents and grandparents.

We are fully aware that all the mass media are under government control and we are only four people who refuse to accept orders from a regime that means nothing to them.

We enclose herewith our draft orders.
Dov Gal, 5173790, 15/8/71
Reuven Lassman, 6452580, 15/8/71
Giyora Neumann, 6494474, 15/11/71
Irith Yacobi, 5173715, 31/11/71



woroni staff inspection

STAFF

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David Wright

Jack Waterford

Simon Byrne

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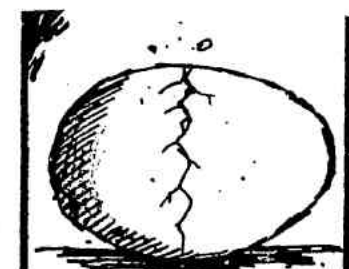
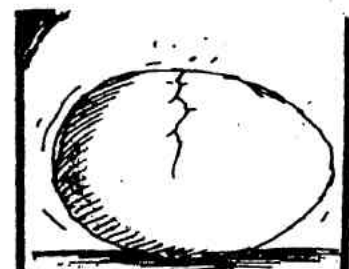
Robert Turnbull
Rae Ball
Sue Pickering
Robert Brittan
Bruce Smith
Jane Ballard
Tony Campton
Owen Edwards

and all the presidential candidates.

special contributors:

Alan Gould
John Reid
Richard Refshauge

Education supplement
compiled by: Andrew Bain
Business Manager: Robert Somosi
D.S.P.: Alison Richards
Printer: Maxwell Newton Pty. Ltd.



not us mate!

Dear Sir,

We would like to inform people who have ideas of painting slogans on Graduate House that the money for removal of these slogans come out of our house funds. So please, no matter what group you belong to or what cause the slogans are in aid of, refrain from these actions since it is we who have to pay for them.

Thank you,

Residents of
Graduate House.

draft beer not jews

Dear Sir,

Enclosed herewith is the full text of the statement made by the first even group of draft resisters in Israel as you will see this statement constitutes a public and principled rejection of the moral and political assumption of the entire Israeli establishment. This is considered by the establishment as a deadly threat which must be defused morally and emotionally.

You probably know that the Israeli establishment is highly sensitive to public opinion abroad, and an immediate and widespread publicizing of this case will no doubt pressurise the Israeli government

CLASSIFIEDS

FOR SALE
1 Motorcycle helmet, as new condition
(Original cost \$23)

\$17 ono
Ring Tony, Canning St., 477306

FOR GRABS
or maybe not. One Union administrative officer. Check latest Union minutes. Salary to be negotiated but probably enormous.

SWAP
1 Red dildo - for green or any other colour except positively not black. 6" x 1 1/2" need 8 x 2"
Ring George 732424

Review

"THE YELLOW PERIL" by Bill Hornadge
Published by Review Publications Ltd.
Dubbo. Price \$1.

"The Yellow Peril" by Bill Hornadge is described as a "squint at some Australian attitudes towards Orientals", and it couldn't have hit the deck at a worse time for all those Australian politicians currently manoeuvring in the game of ping pong diplomacy with China. The Government will be highly embarrassed by this exposure of all the nasty things that Australians said about (and did to) the Chinese in the 19th Century whilst there is no comfort in it for Mr Whitlam, since Labor politicians, union leaders and members of the Labor Party were (if possible) even more vocal in their anti-Chinese attitudes than the conservatives.

The Chinese came in for most of the criticism and were blamed for everything but the weather. They worked too hard, they didn't speak English, they smelled, they worshipped heathen idols, they carried the small-pox, they gambled too much, they faked dingo tails, they smoked opium and they practised unmentionable vices!! Even when they were being eaten by cannibal aborigines in northern Queensland, they didn't rate much sympathy from the white population. In fact, one white Australian on the Palmer River earned a steady income betraying the luckless Chinese to the aborigines in exchange for the return of stolen gold.

Bill Hornadge, who is author of the Down Under Calendars and other "Squint" publications, has delved into some unlikely historical repositories for his source material in this unusual book. For example, one unusual source is "Confessions of a Cynic" published in Echuca in 1852 by the Reverend F. R. C. Hopkins who ventured the opinion that some of the animosity of white Australians towards the Chinese was based on the fact that they (the Chinese) treated their white wives much better than did native Australians, this being the reason why so many girls transferred their affections to the almond-eyed Celestials!

"The Yellow Peril", which is published by Review Publications Pty. Ltd of Dubbo (Price \$1), contains hundreds of quotations (mostly derogatory) by Australians about Orientals. The book is well illustrated with photos and line drawings, mostly of 19th Century origin.

FRIENDS

"THE A.U.S. FRIENDLY SOCIETY HOSPITAL AND MEDICAL BENEFITS SCHEME"

The A.U.S. Friendly Society Hospital and Medical Benefits Scheme is the cheapest and most comprehensive Health Scheme available to all university students. The Society provides three possible insurance schemes. The student may join the Hospital Fund which covers the charges made by public hospitals for standard public wards. The contribution rate for this fund is \$6.83 a half year or \$13.66 a full year. The Student may alternatively join the Medical fund, which covers surgery consultations by General Practitioners, eye examinations, spectacle expenses, or physiotherapy and home nursing. The contribution rate for this fund is \$7.27 a half year, or \$14.54 a full year. The third fund the student may join is the Combined Hospital and Medical Fund which combines the benefits of both the Hospital Fund and the Medical Fund for \$14.10 a half year or \$128.20 a full year.

Membership of the Hospital or Medical Funds is only open to single, full or part-time students of the A.N.U., or the A.U.S. affiliated establishments. The student must be 25 years old, or under. Membership of the Fund will cease when a member reaches the age of 26 years. Students will be able to join at the commencement of each academic year from the 1st August to the 30th September. The Fund will be closed to new members, except for the two periods each year. If you want to enlist this year, your application form, (available from the SRC), must be handed in at the University Fees Office by the 30th September.

Don't miss Revue '71

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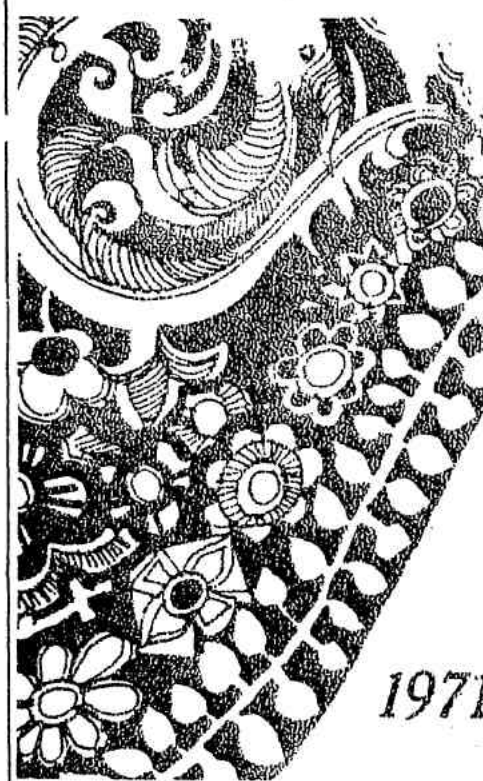
AUS
TRAVEL



CLOSING DATE

15th October - all scheme bookings, thereafter only on request.

A.U.S. TRAVEL OFFICE. Lower Ground Floor, Office hours 10.30 am - 2.30 pm
Tuesday evenings 5 - 7 pm



1971

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24 September 1971

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FRANK HARDY

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POET

SIMPLE POEM

PEACE TOAD

Instead of in print
imagine
"napalm"
written in blood
across your cereal
at breakfast

Instead of SALE
across the window
of a supermarket
see
"pollution"
in cancer-celi type
on your soapsud
bargain

Instead of flourescent
LOVE
stuck on your car
make it
with your tramconductress
and
feel it in the tears of
% of the world's children
whom we torture
in the name of FREEDOM
in print too

Instead of breakfast
think of murder
MURDER
for the healthy
economy & ideals
of your cereal.

POET

PSYCHOLOGISTS

for

VOCATIONAL GUIDANCE

The Commonwealth Department of Labour and National Service has vacancies in all States for psychologists for vocational guidance work in 1972.

TRAINING:

Successful applicants, except those with previous experience, will undergo twelve months' intensive training in the Department immediately following engagement. During the year approximately nine weeks will be spent at a central course in Melbourne.

QUALIFICATIONS:

While a University degree with a major in Psychology is the minimum requirement, applications are also invited from those with a fourth year qualification. Students who will complete their training in 1971 may apply.

SALARY:

Commencing salary ranges from \$4549 for a pass degree to \$4900 for a first class honours degree, with the maximum of the range being \$6937.

APPOINTMENT:

On satisfactory completion of training, psychologists will be appointed to vacancies as they occur in the Department's Vocational Guidance Service, which has units in all States and Canberra.

Further information and application forms are available from the Regional Director, Department of Labour and National Service, or the Commonwealth Public Service Inspector, in each State.

Applications should be submitted to:

The Commonwealth Public Service Inspector,
P.O. Box 391, G.P.O.,
CANNBERRA CITY, A.C.T., 2601,
by 23rd September, 1971.

THE HEALTH STORE
MONARO MALL

OFFERS 10% DISCOUNT ON
VITAMINS
TO STUDENTS
MANY ITEMS OF INTEREST STOCKED

SPORTREPORT



rugger

The competition season has concluded with the Club being quite pleased with the results. The 1st XV gave an improved performance on recent seasons and was pressing for a semi-final position till late in the season. Under coach Stan Starron the relatively young side moulded into a most useful combination but lacked the consistency necessary to make the finals.

The 2nd XV did not do as well this year as the club had become accustomed to, in fact they finished well near the bottom of their ladder. However, several young players were blooded in this side during the year and it can be expected that they will benefit from this for next year.

The 3rd XV had a most successful year, gaining a place in the minor semi-final which they consequently lost to Yass, a team they had twice beaten this year. This team was considerably helped by the presence of several players of better than third grade standard who did not wish to play in a higher grade, a situation which certainly benefited the younger members of the side but was detrimental to the second grade team.

The 4th XV also had a most successful year being most unfortunate to just miss a semi-final berth. This assortment of young and old, large and small who always managed to play in the colours of the rainbow were a most spirited team and suite our best fourth grade side for many years.

The clubs two Forestry sides met with mixed success. The Forestry A side, last years 4th grade premiers, found third grade a tougher proposition but still managed to finish in the upper half of the competition, a creditable performance. The Forestry B side justified its creation by attracting many people to Rugby who would otherwise have supported another code or worse still played no football. Apart from this there on field performances were most enthusiastic although they

did finish near the bottom of the ladder. They were a welcome addition to the Club's teams.

Between Sunday 22nd August & Wednesday 24th, the Club hosted a Rugby team from the Uni. of Papua & New Guinea. This was in return to our visit to the Territory in 1968. The visitors were billeted for the three nights and were entertained by means of a barbeque, sight seeing activities and to an informal lunch. The Vice Chancellor held a reception for the players on late Monday afternoon.

The game was played at North Oval on Tuesday afternoon being won by the visitors 8-6. They therefore retained the Territories Trophy donated by one of our past presidents Dr Hume for competition between the two universities.

This visit provided a welcome opportunity for our Club members to make many friends, a most useful contact between the two countries and to learn a little about Australia's administration of TPNG. By our visit there in 1968 and by this recent visit the two Clubs have established a significant contact which is valued by all members.

The Club's annual Dinner will be held in Garran Hall on Friday 17th September, the social highlight of the year! Costs have not been finalised but it will be relatively cheap, so mark the date on your calendar. Tickets will be at the Sports Union Office. The presentation of trophies will of course take place that night.

fit?

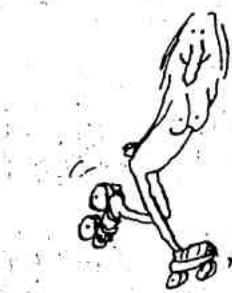
THIRD TERM HANG UPS

Third term always produces a fine crop of neurotic, hung up, overworked students. But Sports Union can at least delay the onset of this all too familiar condition by providing you with a most up to date mechanical and flagellative equipment in Canberra's most modern centre - This is stored and ready for use in the fitness centre at the Kingsley Street Hall.

For the early riser a qualified professional instructor is available to suit your individual needs from 7.15 - 8.00 am (men) Monday, Wednesday and Friday mornings.

For those who prefer to work at night, instruction is available from 5 - 7 pm each night - for both sexes.

The area is available for use during the day by first calling at the Sports Union Office - and collecting a key.



mens hockey

Despite having a team which could really awaken without an alcoholic haze. ANU turned in its best ever performance at Hockey IV finishing 5th out of 14 and losing only 1 game. A draw with La Trobe cost a place in the finals. So much for the hockey.

The team arrived Saturday night having spent 3 hours at 'flight deck' lounge at Sydney Airport, and proceeded to familiarise themselves with '4X' beer in the managers quarters. Sunday night witnessed scenes of unparalleled decorum as Manager and his Assistant went to a special 'turn'. Some say this was responsible for both missing vital penalties the next day against La Trobe.

Undoubtedly the highlight of the social events was Phil McHarding's efforts on Wednesday night.

Not content with social drinks, he proceeded to wipe out a fellow team member in their own private 'boat races' in which 'mac' only sipped while his partner 'scholled'. Not surprisingly the latter flaked and the enterprising Mac turned his attention to winning over a fellow player newly acquired female companion. This was accomplished with much help from other team members leaving the disillusioned Assistant Manager to complain to the Manager about the teams lack of tack and the managers own lack of control.



womens hockey

1971 has not exactly been the ANU Women's Hockey Club's most successful season.

University holidays again provided the noose with which potentially successful teams hang themselves and any chance of reaching semi-final fours. This is perhaps more disastrous for women's clubs, as it seems the young female student is inevitably drawn back to the clutches of home - or other interests - for the vacation. Club spirit, which may appear strong during term time, dwindles so suddenly that the first Saturday each vacation sees the usually 3 team strong Women's Hockey Club struggling to muster one team of "ardent" players.

It is difficult to convince the Canberra Women's Hockey Association that Uni is not just out to cause trouble and disrupt their carefully run programme by constant forfeits and failure to provide umpires at allocated times.

Our funds are constantly depleted by fines by the C.W.H.A. for alleged misdemeanours despite our advising them, within the required 48 hours prior to the weekend's competition, of our inability to field teams or provide umpires.

ANU II, before the August vacation, was running fourth in A Reserve Grade; in one foul swoop (Week 1 of holidays) the team dropped to seventh by a massive 6-0 defeat, hardly surprising when the team comprised a motly assortment of seconds and thirds players, only 10 in all. Our firsts this year on paper is by far the best we've had in years - three (Kathy Houghton, Jill Wilson and Kirsten Keats) were selected in ACT Representative squads this year, two (Chris Hicken and Marg Jones) played for A.C.T. in the State Championships last year - and yet we lose any championship chance by forced forfeits and severely depleted teams for approximately half the season.

Despite all this, we do manage to enjoy playing hockey. We are fortunate in having the co-operation of the men's club, who are keen to organise social mixed matches, barbecues and general grog-on get-togethers - the only problem is to convince the hockey stick wielding birds that male hockey players are not ugly ogres by whom they will be ravaged, but are in fact trying to help them enjoy themselves, meet more people and raise funds for the Club. (Ed. - Remember this all young & aspiring female players)

Our I-V record this year was disastrous match-wise but successful in all other ways (ask that seasoned veteran 'Morpeth' May just how!!!); our local competition record is a model of consistency at this stage, running last in all three grades, but for those who let themselves enjoy it, playing hockey for the Australian National University can be fun!!!

● Nominations are called for the position of

"FULL TIME PRESIDENT OF THE ANU STUDENTS' ASSOCIATION"

- Nominations for the election must be signed by two members of the Students' Association and must contain a signed statement of the nominee's willingness to act in the position if elected.
- No candidate may nominate himself.

Nominations close 5.00 pm Monday September 13 in the ballot box held in the SRC Office.

The Election will be by postal ballot held between the 20th and 30th September. The Election will close on the last mail on Friday 30 September.

Michael Wright
President ANUSA

DISCOVER THE QUAKERS

'If I'd found out about Friends earlier, I'd have been one long ago!' We often hear this nowadays, especially from non-churchgoers. What attracts people?

For some, Quakerism is the only form of Christianity which is radical enough for them to stomach. Quakers have certainly thrown a lot of traditional religion overboard, and for many people today this needed to be done.

To others, the Society of Friends offers something more positive: the chance to arrive at one's religious beliefs, free of any imposed creed, but in the framework of a community of friendly 'fellow-seekers'.

Discover the Quakers, and you may discover you're one yourself! Write to us for free literature.

The Religious Society of Friends (Quakers),
c/o 447 Main Road, Glenorchy, Tasmania, 7010

● Nominations are called for the position of "WORONI EDITOR 1972"

Nominations should be to the Secretary of the SRC by Monday, September 13.

The position is currently under review by the SRC. Increased financial assistance to the Editor is being discussed and also assistance with the Editor's academic work load.

Woroni Editor is currently given an honorarium of \$10 per issue and Woroni has a budget of \$6,000. The term of office begins with the Orientation Week issue in first term and continues for as many issues as the Editor and the SRC feel the budget can afford.

Michael Wright
President ANUSA

Nominations are called for the position of

"RETURNING OFFICER FOR THE PRESIDENTIAL ELECTION"

Nominations should be to the S.R.C. Office, addressed to the Secretary of the SRC by 5.00 pm Tuesday, September 7.

The Returning Officer has the job of ensuring that all candidates adhere to the Electoral Regulations and generally supervising the smooth running of the elections.

Michael Wright
President ANUSA

ORIENTATION!

ATTENTION ALL FACULTIES!

Most of the two hundred secondary students who attended the first phase of the current Orientation programme, which consisted of discussions that generally related to tertiary education, expressed a need to talk with tertiary students who are undertaking subjects and courses they themselves are considering.

Therefore, all university students are invited to be upstairs in the Union on MONDAY 13TH evening at 8 pm to talk with secondary students about their experience in the subjects and courses they are doing.

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WOK

24 JUL 1971